

THE VIRGINIA TEACHER

Published monthly, except July, August, and September, by the State Teachers College at Harrisonburg, Virginia.

Entered as second-class matter March 13, 1920, at the postoffice at Harrisonburg, Virginia, under the act of March 3, 1879.



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EDUCATIONAL COMMENT

THE CULTURAL FUNCTION AND RESPONSIBILITY OF THE TEACHERS COLLEGE LIBRARY

Effective teaching calls for more than trained technique, says the Teachers College Sub-Committee of the American Library Association A. L. A. Bulletin for July, 1930. Breadth of intellectual outlook, a cosmopolitan point of view, an appreciative understanding of human nature, and high ideals unite with technique to produce a teacher with an unlimited power of influence.

Teachers, like other specialists, must protect themselves from the danger of absorption in professional details. They need a variety of interests to enable them to look upon life as a whole, to see the day's job in its proper proportion. Only thus is it possible to become a true teacher, not alone by precept but also by unconscious example.

Outstanding among the means that contribute to such an end are the love of good literature and the habit of reading widely. Therefore, the provision of adequate facilities for creating such interests and habits

becomes an obligation in any comprehensive teacher-training program.

No teachers college library can attain the desired height of effective service until it reaches beyond its special field and becomes a vital agent in the dissemination of general culture in print.

Its book collection must include more than works of reference and information. To meet the whole need it must provide stimulating books and periodicals for the important hours of leisure and recreation.

But the responsibility extends beyond mere possession. In the face of countless demands upon the student's time, a library that would function with success in this field must adopt a definite policy of continual publicity for what it has to offer. Its atmosphere must reflect the cultural ideal. Pleasing rooms designed to invite browsing will be of inestimable value. Constantly changing exhibits of books, pictures, and other material correlated with the curriculum and current events will stimulate general interest. And if this interest be further cultivated by the co-operation of the faculty, guidance in the best use of good books, development of informal discussion groups, participation in inspirational programs, and extension of services to the alumni, the library will become a radiating center of educational features that co-ordinate with the best efforts and ideals of the college.

Thus will the teachers college library fulfill its cultural function—by providing an intellectual stimulus that may be transmitted to boys and girls.

To obtain French student correspondents, write to Dr. Alfred I. Roehm, Director of the Bureau of French-American Educational Correspondence, Peabody College, Nashville, Tennessee. Over 150,000 pairs for the exchange of letters have been arranged through this bureau within the past ten years.

Dr. John van Horne, of the University of Illinois, in the May number of the *Modern Language Journal*, reviews the modern language methodology in America for the past ten years. He believes that we have moved through three stages, wherein have been dominant, in turn, these central ideas: (1) culture, (2) method, (3) administration—standardized tests, etc. At present there are some signs of a return to *culture* as the controlling ideal.

“France . . . sticks to the ideals of the pre-industrial phase . . . If the individual is to perish in the effort for collective production, France also will perish. But if it is written that the individual will re-appear triumphant, France also will rise eternal.”

ANDRE SIEGFRIED

in the *Atlantic Monthly* for December

A NATIONAL SURVEY OF THE EDUCATION OF TEACHERS

Secretary Wilbur has announced the appointment of Dr. Edward S. Evenden, of Columbia University as Associate Director of the National Survey of the Education of Teachers, working under Dr. William John Cooper, Commissioner of Education, who functions as Director. Mr. Benjamin W. Frazier, Senior Specialist in Teacher Training of the Office of Education, will officiate as Assistant in this study.

Secretary Wilbur also announced the appointment of a group of eminent specialists to constitute a board of consultants to act as advisers in this undertaking. They are as follows:

Dr. William C. Bagley, Teachers College, Columbia University.

Dr. W. W. Charters, Ohio State University.
Pres. George W. Frasier, Colorado State Teachers College.

Dean William S. Gray, University of Chicago.
Dean M. E. Haggerty, University of Minnesota.
Dean Henry W. Holmes, Harvard University.
Superintendent John A. H. Keith, Pennsylvania.
Dean William W. Kemp, University of California.

Pres. W. P. Morgan, Western Illinois State Teachers College.

Dr. Shelton Phelps, George Peabody College for Teachers.

Pres. D. B. Waldo, Western State Teachers College.

A national professional advisory committee will be appointed to represent the various interests allied to the teacher-training agencies and a national committee composed of lay members will also be appointed.

The “teacher shortage” of but a few years ago, the Office of Education says, no longer exists in any of our states. On the contrary, many of the states have recently found themselves in the novel predicament of having many well trained teachers unemployed. Many other teachers have been compelled to accept positions for which they had not been especially prepared. Most of the larger cities have thousands of teachers either unemployed or working in some other field and waiting a chance to get a teaching position.

Teachers, school administrators, those who prepare teachers, school patrons and tax payers are all asking such questions as: “What has brought about this over-supply? What, if anything, should be done about it? What will be the effect upon the work of the schools and the education of the children?”

Confronted on all sides by such questions, it was considered particularly necessary that those who are responsible for forming policies for the education of teachers should have facts upon which to base those policies instead of the unsupported opinions which are often colored by the apparently urgent need for immediate remedies. Many of the measures designed to correct the over-supply of teachers have given but temporary relief and have sometimes even aggravated the causes.

The Department of the Interior, upon the request of Dr. William John Cooper, Commissioner of Education, supported by requests from several educational organizations, secured from the last Congress an appropriation of \$200,000 for a three-year study of “the qualifications of the teachers

of the public schools, the supply of available teachers and the facilities available and needed for teacher training including courses of study and methods of teaching." The need for such a survey has been urged for several years by the American Association of Teachers Colleges, the Association of Deans of Schools of Education, the National Council of State Superintendents and Commissioners of Education, the National Education Association and other professional groups directly interested in the education of America's teachers. This survey is in reality, then, a study requested by the country's teachers in order to improve the service rendered by teachers and the conditions under which they work.

THE READING TABLE

COMMODORE MAURY

THE PATHFINDER OF THE SEAS: The Life of Matthew Fontaine Maury. By John W. Wayland. Richmond: Garrett and Massie, Inc. 1930. Pp. 191. \$3.00.

If it be true, as Sarah Orne Jewett has said, that "Great writers don't try to write *about* people and things, they tell them just as they are," then John W. Wayland in his biography of Matthew Fontaine Maury has proved that he belongs to the class above mentioned.

In chronological order, and in easy, readable style, Dr. Wayland presents not only the achievements but the personality of this outstanding American. He presents Maury as both scientist and man; as a national and international benefactor and as a devoted husband and father. He tells not only that Maury charted both the sky and seas but also that he called each of his children by a nickname; not only that he was a pioneer in the weather bureau and submarine field but also that he could be seasick and amiable at the same time.

This interspersion of personality and achievement insures for the book a popularity with young as well as old readers. As a teacher I would recommend it for parallel reading among high school and college students.

Much new material concerning the Maury family has been dug up, and in every detail of Maury's life the biographer has shown his usual painstaking, careful consideration of fact. In addition to the new family material, there are also selections from "Scraps from the Lucky Bag," heretofore not included in any biography of Maury.

In format the book is very attractive. The jacket shows a clipper ship printed from blocks cut by Charles W. Smith. The binding is sea-green moiré cloth. The large type, the generous margins, the numerous illustrations, the complete

chronology and the index all make appeal and help render the biography worthy of its subject.

NANCY BYRD RUEBUSH

THE ESSENTIALS OF CHEMICAL PHYSIOLOGY. By W. D. Halliburton, J. A. Hewitt, and W. Robson. (Twelfth edition.) London, New York, Toronto: Longmans Green and Company. 1929. Pp. 383.

It is a pleasure to have the opportunity to review this book, which contains so much valuable material so readily available. Although written to meet the needs of medical students, the book is useful for teachers of physiology anywhere, in high school or in college. The experiments chosen to illustrate fundamental body processes are so simple that they may and should be used as demonstrations in the most elementary courses in physiology. There is a wealth of teaching material throughout the pages of this work, and it is strongly recommended for the reference shelf of every teacher of physiology or of general biology.

RUTH L. PHILLIPS

FOODS OF THE FOREIGN BORN: In Relation to Health. By Bertha M. Wood. Second edition. Boston: M. Barrows and Co. 1929. Pp. 119. \$1.25.

Many dietitians, physicians, and public health nurses approach the problems of diet merely from the standpoint of food elements and food value, overlooking the importance of adapting the diet in terms of the patient's food habits and financial circumstances.

One of the greatest problems of the social workers in foreign communities is to help the foreigner adjust his diet according to our dietary standards.

In a very brief but interesting way, Miss Wood has given much information regarding the habits of living, and the most characteristic foods—with their seasonings—of the Mexicans, Portuguese, Italians, Hungarians, Poles and other Slavic peoples, Armenians, Syrians, Turks, Greeks, and Jews. At the end of each chapter she has included several recipes which are the most characteristic of the foods of that nationality. The fat, protein, and carbohydrate content of each recipe is listed in terms of grams in the appendix.

M. F.

SURVEY OF COLLEGE ENTRANCE CREDITS AND COLLEGE COURSES IN MUSIC. Prepared by the Research Council of the Music Supervisors National Conference in co-operation with the National Bureau for the Advancement of Music. New York: National Bureau for the Advancement of Music. 1930.

Tabulations of the findings from the national survey of music in the colleges show the trend for more credit for music, which in turn shows an increasingly more favorable attitude to music. Of 594 institutions tabulated, 452, or 76 per cent, accept music for entrance.

Along with the tabulations is an article by Mr. Dykema which points out that "the new attitude of the colleges toward music will automatically raise the standard of instruction in the schools."

This book should be of value to every instructor in music in colleges and high schools and to prospective students of music who wish to choose colleges where music is accredited.